# Dropout Recovery Summit

March 23, 2018
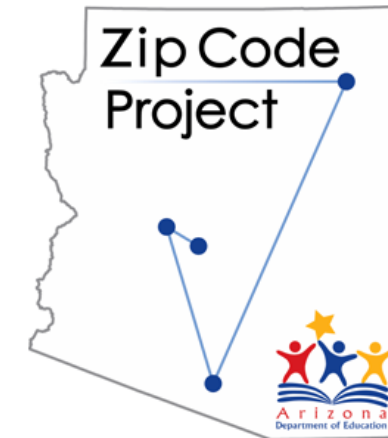Arizona Department of Education

Presented by:

**Christopher Dickinson**

Director of Community Outreach

Arizona Department of Education

# Topics Covered Today

- AZ Department of Education DRP Administration

- School Finance

- Accountability Q&A

- Special Education

- Homeless Education

- Foster Education

- Q&A

# Introductions / Ice Breaker

- Grab a *Choices* card from center of table
- Introduce yourself with the following:
  - Name
  - Organization
  - Role
  - Read & Answer your *Choices* card

# What is a DRP?

A **program** dedicated to assisting youth that have left the education system the ability to achieve their high school diploma in an alternative setting including but not limited to online.

A.R.S. §15-901.06

Every school district or charter district that provides instruction to high school students has the ability to offer a dropout recovery program (DRP) for eligible pupils. However, A provider of Arizona online instruction (AOI) pursuant to A.R.S. §15-808 may not also operate a DRP.

# Success Story

Recently, a young lady received her diploma from a local DRP and was the top of her class. Her life story is a complicated one, but not all that uncommon. She spent the better part of her adolescence and teen years taking care of her siblings. She always put family first and tried to maintain her traditional school pathway, but her siblings required more time during traditional school hours. She ended up at an Alternative Education school and finally an AOI (Arizona Online Instruction) program. When she turned 18, the state give temporary custody of her siblings to her, which forced her to dropout of school. Soon after leaving school, she found a DRP and enrolled as soon as she possibly could. Having an online-based program with very flexible hours allowed her to care for her family. She excelled and earned her diploma with distinction. She is now looking at different college programs and work opportunities.

http://www.azed.gov/dropout-prevention/

# Starting a DRP?

- If a Charter School and Sponsored by the AZ State Board for Charter Schools:
  - If necessary, the charter agreement shall be amended by the Arizona State Board for Charter Schools to be consistent with the additional of a dropout recovery program.  Amendments necessary may include but not limited to:
    - Expansion requests
    - Charter mission amendment request
    - Instructional days amendment request

- All LEAs (including charters) shall submit the following annually by June 30th to DropoutRecovery@azed.gov:
  - Signed and completed Dropout Recovery Program assurance document
  - Sample learning plan
  - LEA definition of Satisfactory Monthly Progress
  - If LEA uses a 3rd party provider (EMO), documentation of their regional accreditation

# Starting a DRP?

Once ADE receives the documents, a review process will take place.  After the review, if satisfactory, the request will be sent to the ADE School Finance office to begin the implementation process within the ADE systems.

## Please note:

Currently, ADE does not allow mid-year openings of DRPs. Therefore, any submission currently would be considered for the next fiscal/school year starting on July 1st.
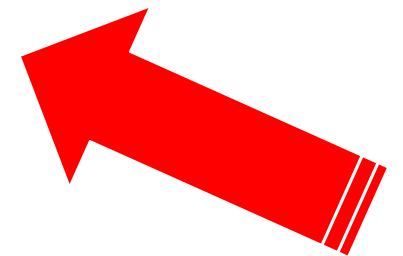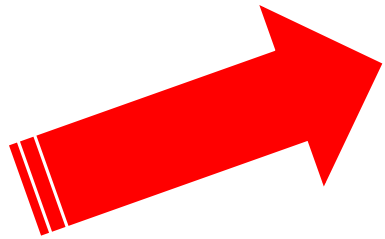
# Next Steps

**Current Legislative Actions:**

- **House Bill 2216:**

  - THE STATE BOARD OF EDUCATION SHALL SUBMIT AN ANNUAL REPORT TO THE GOVERNOR, THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF REPRESENTATIVES THAT DETAILS THE OUTCOMES OF DROPOUT RECOVERY PROGRAMS, INCLUDING THE NUMBER OF PUPILS WHO PARTICIPATE IN THE PROGRAMS AND THE NUMBER OF PUPILS WHO PARTICIPATE IN THE PROGRAMS AND WHO GRADUATE FROM HIGH SCHOOL.  THE STATE BOARD SHALL PROVIDE A COPY OF THE ANNUAL REPORT TO THE SECRETARY OF STATE.

- **Amendment to 2216:**

  - "PROVIDER OF ARIZONA ONLINE INSTRUCTION" MEANS A SCHOOL OR CHARTER SCHOOL, NOT A SCHOOL DISTRICT."

  **REMEMBER: NO BILL /  AMENDMENT IS FINAL UNTIL THE GOVERNOR SIGNS IT INTO LAW**

# Next Steps

**Assurance Documents:**

- A new assurance form will be available if the statue gets amended.  This will be made available immediately following signing of any bill related to DRP.

**Due July 13th, 2018 for the 2018-2019 School Year**


**Sample Learning Plan / Definition of Satisfactory Monthly Progress:**

- Please send any updated versions to DropoutRecovery@azed.gov to maintain accurate files


**FAQ Development:**

- Chris will be taking questions from this summit as well as others to develop and post an FAQ on DRPs.

# Dropout Recovery Program Reconciliation

## AzEDS Submission through ADM Reports

March 2018

School Finance

**Diane Douglas**
**Superintendent of Public Instruction**

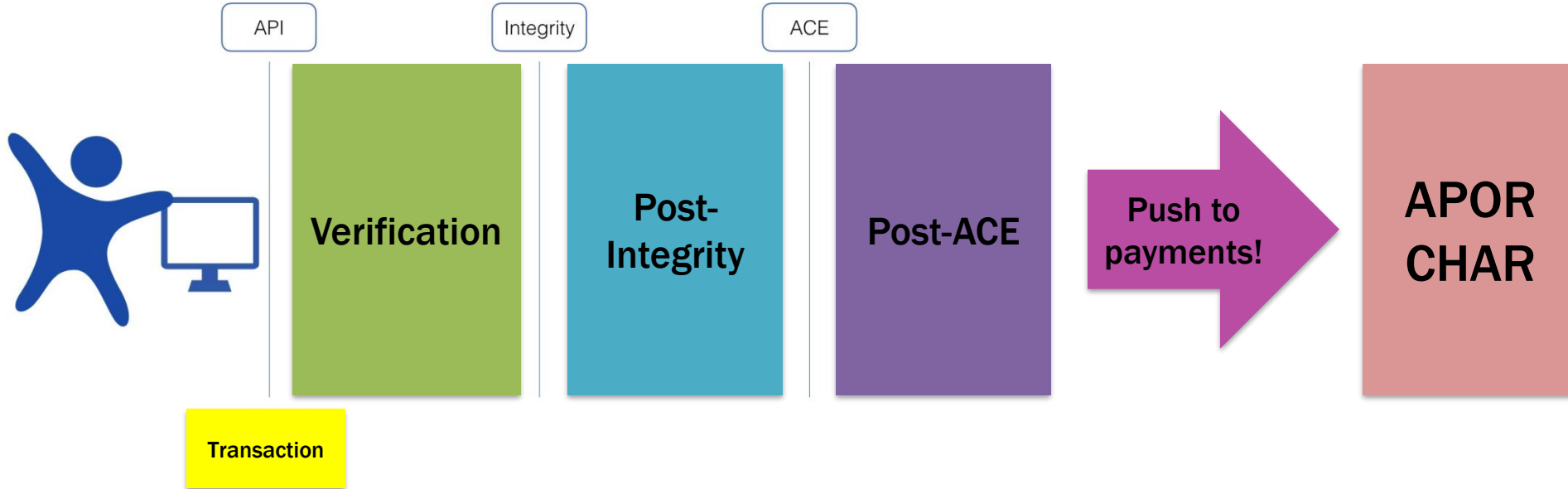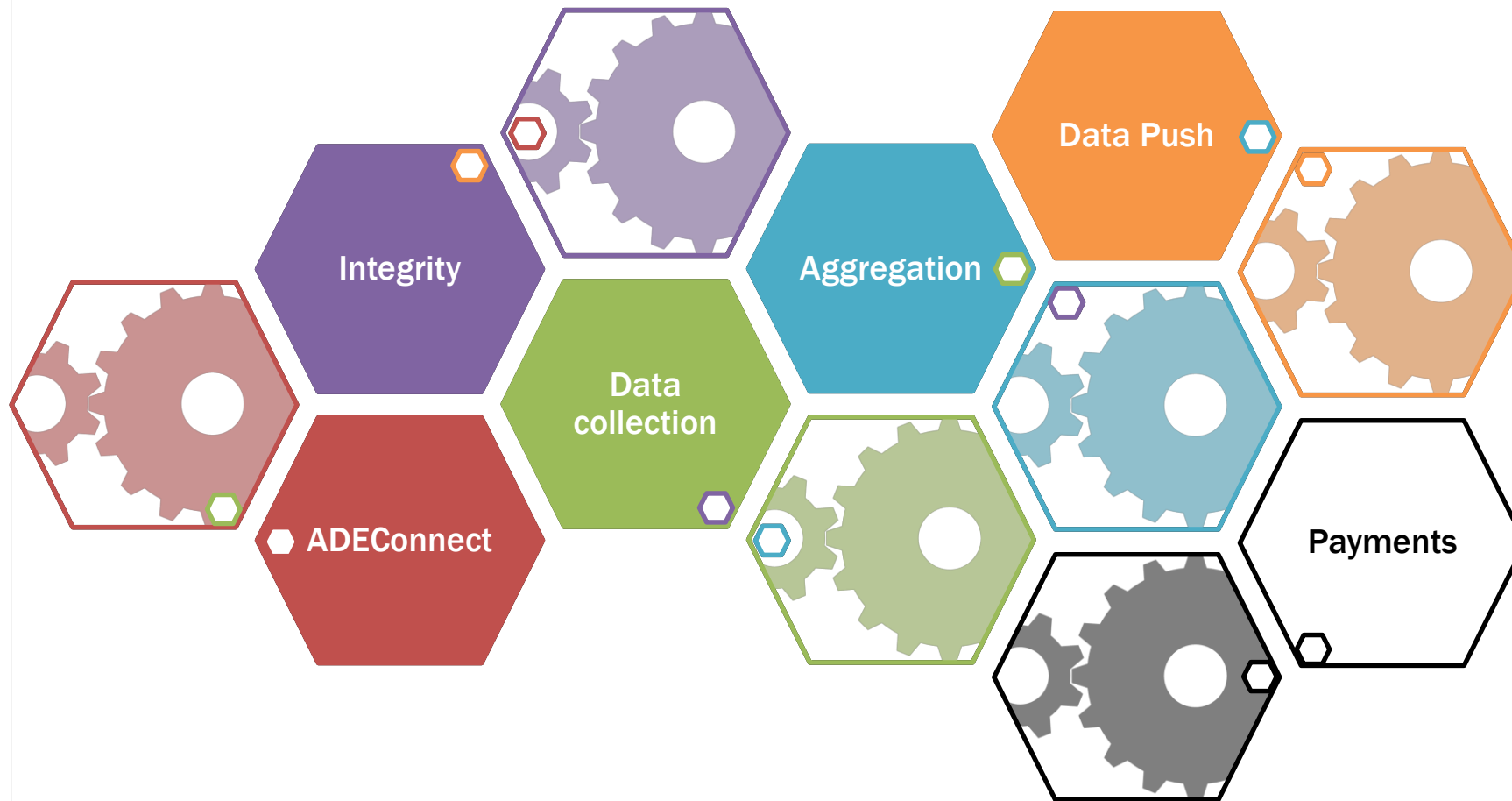# Overview DRP and AzEDS

# Glossary

- 15-901.06
  - Passed in 2011
  - Implemented in AzEDS in FY2017
- Governing Board or Charter Sponsor

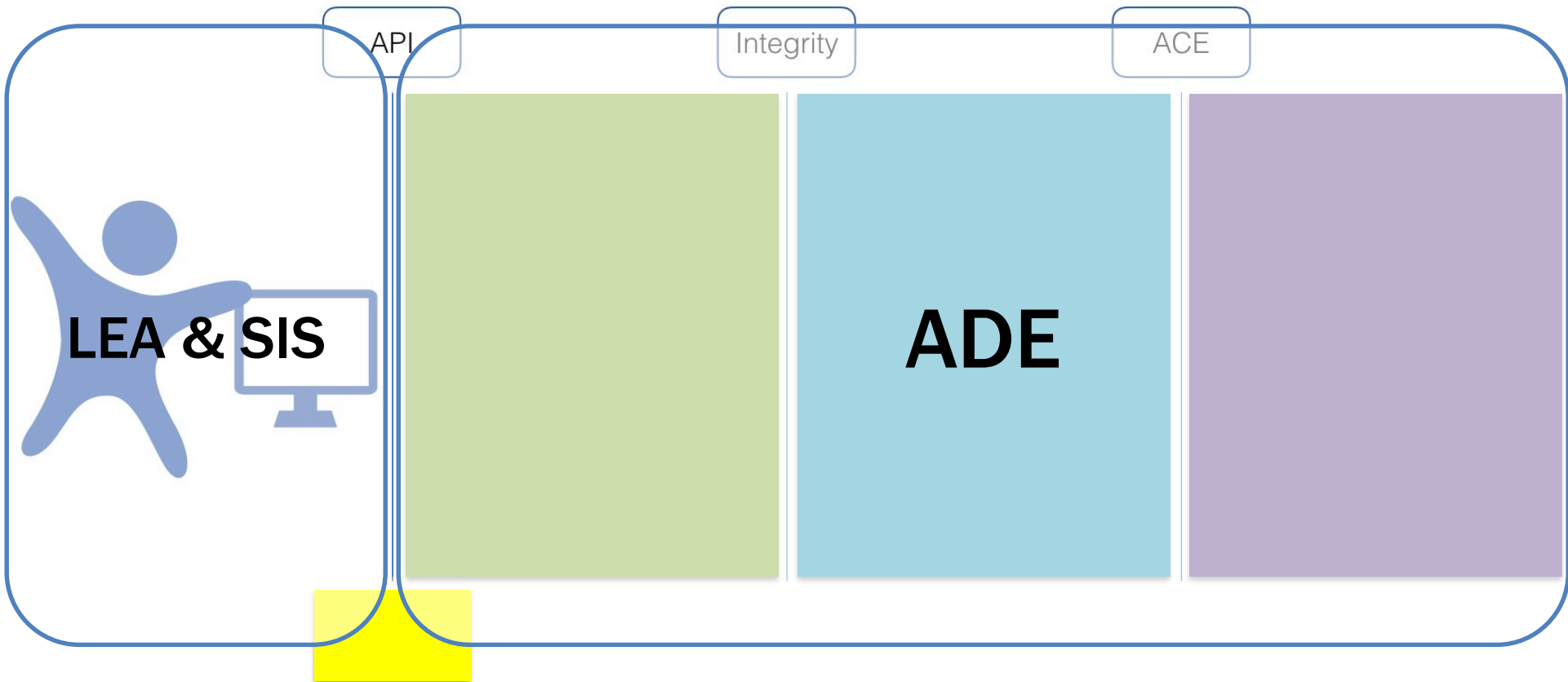# Overview, Submissions to Payment
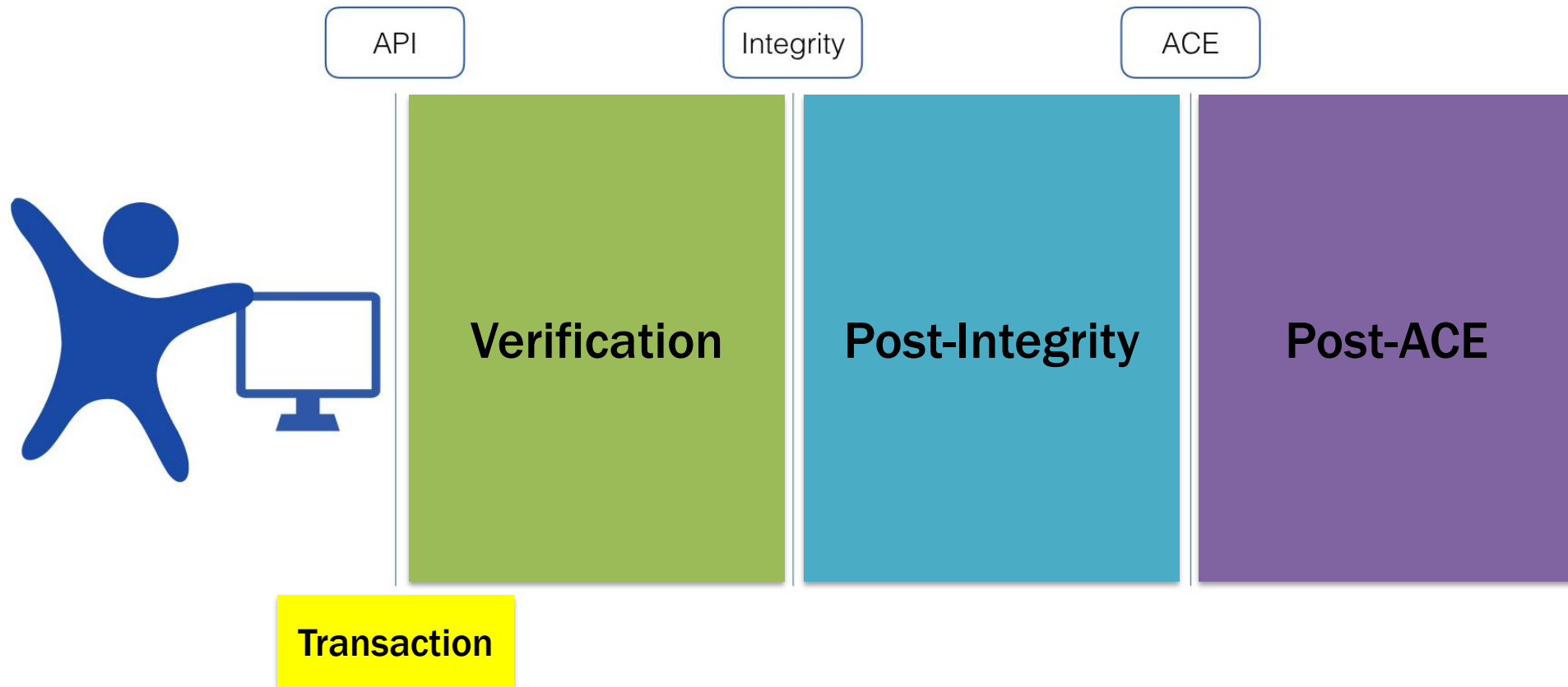


API      Integrity      ACE

**Verification** → **Post-Integrity** → **Post-ACE** → **Push to payments!** → **APOR CHAR**

Transaction

# AELAS "Roadmap"

# Student Data Flow in AzEDS

API | Integrity | ACE

LEA & SIS

ADE

# "Places" in AzEDS

| API | Integrity | ACE |
|---|---|---|

**Verification** | **Post-Integrity** | **Post-ACE**

**Transaction**

# Processes in AzEDS

API

Integrity

ACE

24/7

Nightly, 5 p.m.

Nightly, after Integrity

Verification

Post-Integrity

Post-ACE

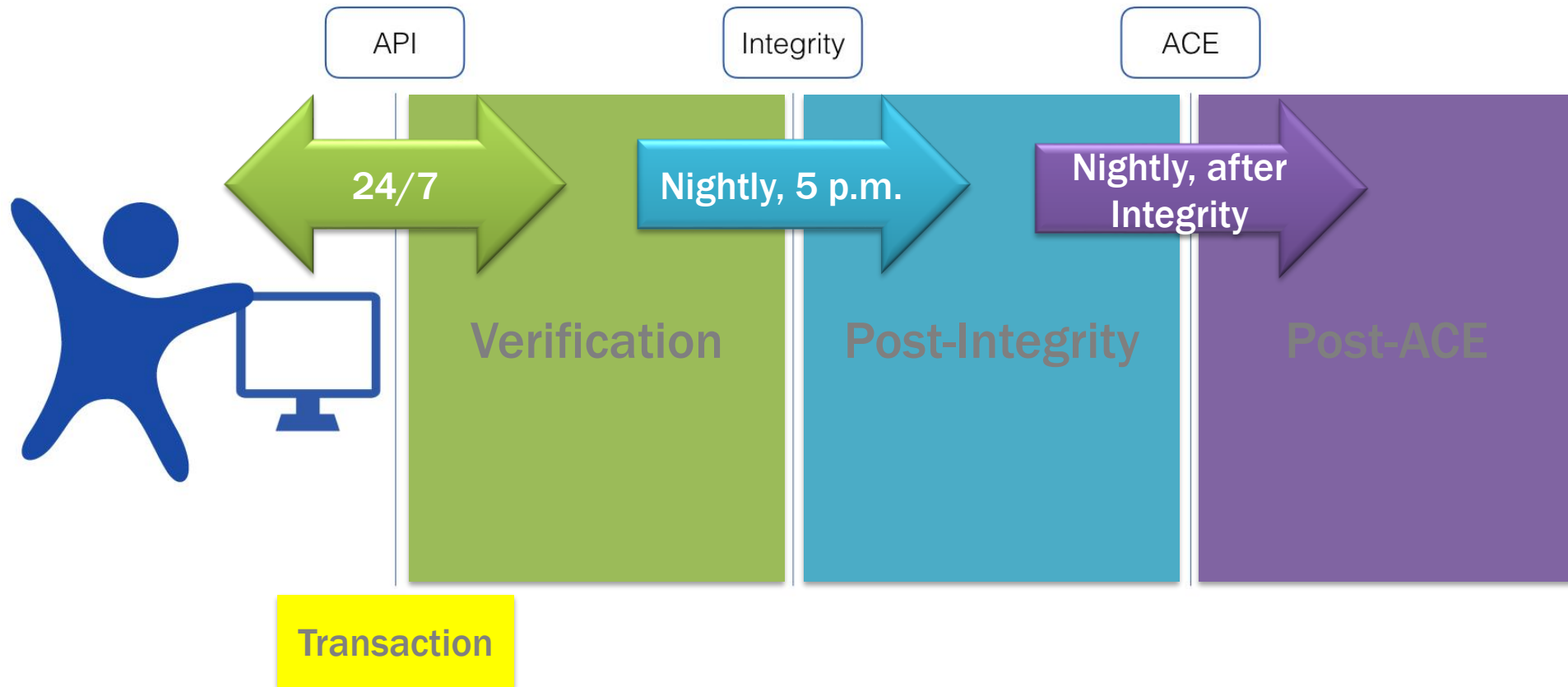Transaction

# Membership Type

Main (M)                              88%

Ancillary (A)                         8%

Program Only (P)                      > .1%

AOI (T)                               > 4%

Dropout Recovery Program (D)          .13%

Grand Canyon Diploma (G)

# Glossary, DRP

- **Membership Type**
    - D=Drop Out Recovery Program
- **Program Participation**
- **Written Learning Plan**
    - Revised Written Learning Plan
- **Monthly Progress Indicators**
    - Unsatisfactory
    - Satisfactory
    - X-student not enrolled

-

# Membership and Program

- **Enrollment Eligibility**
    - At least 16 years old
    - No longer attending school-30 days-unless the district determines that the student is unable to participate in other district programs
    - Have not previously graduated

# Membership and Program

- Program lines up exactly
  - DRP10
  - Student Analysis Tool
- No attendance
- Progress, due dates
  - Trailing one month
  - Report by 10$^{th}$ of each month, warning
  - Report by the 14$^{th}$, failure

# Unsatisfactory Process

- 1$^{st}$ month of U still generates ADM

- 2$^{nd}$ month of U does not generate ADM

- Revised Written Learning Program

  - RWLP- cannot claim ADM that same month

# Membership Enrollment Type- D



| | |
|---|---|
| Exit Date | 07/01/2018 📅 * |
| Exit Code | |
| Exit Comment | |
| Full-Time Equivalency | Genesis FTE |
| Grade Level | 12 * |
| Track | |
| District of Residence | ▓▓▓▓▓▓▓▓▓▓▓ * |
| Tuition Payer | (1) State Funded |
| Special Enrollment Code | None |
| **Enrollment Type** | **Dropout Recovery Program Enrollment** |
| Withdrawal Reason | None |
| Previous LEA | |
| School Entity ID Override | |

(If blank, the School's EntityID will be used. Populate for tuitioned-out students enrolled in your PowerSchool tuitioned-out school. [School EntityID = 00000].)

**Joint Technical Educational District Information (JTED)**

| | |
|---|---|
| JTED Student Indicator | No |

*This is a screenshot from PowerSchool, your vendor's screen may vary

# Exit Reasons

| Code | Description |
|------|-------------|
| DRP01 | Awarded diploma |
| DRP02 | Enrolled in LEA |
| DRP03 | Withdrawn by LEA |
| DRP04 | Withdrew from DRP program |
| DRP05 | End of school year |

10a. Primary Withdrawal Type

Select the following that best describes why the student is withdrawing from school:
- [ ] WD  Demoted to the previous grade level during the current school year
- [ ] WK  Transferred to another calendar track within the same school
- [ ] WP   Promoted to the next grade level during the current school year
- [ ] W1/S1 Transferred to another school **in state**
- [ ] S99 Student transferred to another school **within this district** during summer
- [ ] W21/S21 Transferred to attend school **out of state**
- [ ] W22/S22 Transferred to attend school in another country
- [ ] W2  Withdrawal due to chronic illness
- [ ] W3  Expelled or long-term suspension
- [ ] W4/S4 Attendance record showing 10 consecutive days of unexcused absence or status unknown
- [ ] W5/S5  Dropout - no intention of completing necessary requirements for diploma
- [ ] W6/S6 Age out (Older than 22 years of age)
- [ ] W7/S7  Met all high school graduation requirements and awarded diploma
- [ ] W15  Met all requirements for Grand Canyon Diploma and awarded diploma
- [ ] W8/S8 Deceased
- [ ] W9/S9  Transfer to be home taught
- [ ] W10/S10 Transferred to a state detention or correctional facility
- [ ] W11/S11 Withdrawal to obtain GED
- [ ] W12/S12 Transfer to vocational or technical school which does not award HS diploma
- [ ] W17 Received GCD; no longer enrolled full-time in AZ public university
- [ ] W18 Received GCD; no longer enrolled full-time in AZ community college
- [ ] W14 Met all requirements but not awarded GCD; continuing in high school
- [ ] W19/S19 Eligible for GCD; student is no longer enrolled in a full-time CTE program
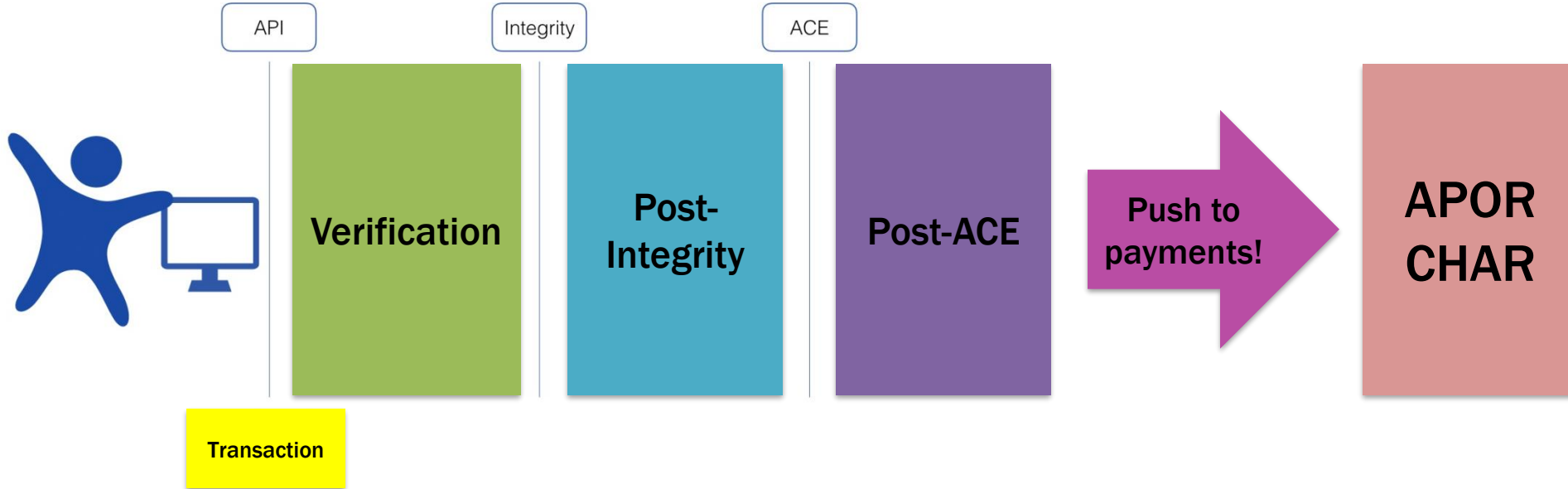- [ ] W20 Awarded GCD; post GCD participation unknown or individual

# AzEDS Reports

# AzEDS Submission and Verification

- **Student data is submitted through a SIS**

- **Verify it landed in AzEDS using:**
    - **STUD10**
    - **STUD15**
    - **DRP10**

# AzEDS Submissions

API           Integrity          ACE

**Verification** → **Post-Integrity** → **Post-ACE** → **Push to payments!** → **APOR CHAR**

Transaction

# DRP10

# ADM15

- DaysEnrolledinPeriod
  - Actual days between end and start, split over 2 periods
- MembershipDays
  - 100 times earned ADM, represented in "days" to help limiting
  - Not necessarily in actual month, as DRP has no calendar
- LimitedMembershipDays
  - This value is pushed to payment
  - Limited by 40 day or 100 day period

# ADM and Limiting

# ADM, Limiting and Concurrency

**ADM**

- ADM is generated in the amount of 8.33 membership days which is 1/12 of 100 membership days

- DRP memberships ADM is limited the same as all other memberships

**Limiting**

- Students are limited to 1.0, 1.25 and 1.75 ADM statewide

# Limiting: Example, simplified

**Student's Memberships**

| School A | School B |
|---|---|

**Schools A & B Calendars**

| 1-12 | Unattended Calendar Days |
|---|---|

| 1-100 |
|---|

Therefore, Student has **112** total membership days.

We will use this to get his "Limiting Factor"

# Limiting - Calculations

For this student we now need to limit the membership days, by multiplying the Membership Days for each interval by the Limiting Factor

$$\frac{Maximum\ Fundable\ Membership\ Days}{Total\ Membership\ Days\ Generated} = Limiting\ Factor$$

# Questions?

**Contact us**

(602) 542-5695

[SFAnalystTeam@azed.gov](mailto:SFAnalystTeam@azed.gov)

# DRP Progress to ADM, ex. 1

| Initial Plan Date | Revised Plan Date1 | Revised Plan Date2 | Revised Plan Date3 | Monthly Progress J A S O N D J F M A M J |
|---|---|---|---|---|
| 07/26/16 | | | | S S S S S S S S S S S S |

| School | Reporting Period | Unadjusted Days Enrolled | Unadjusted Membership Days | Limited Membership Days |
|---|---|---|---|---|
| DRP | 40 | 136 | 40 | 40 |
| DRP | 100 | 204 | 60 | 60 |

# DRP Progress to ADM, ex. 2

| Initial Plan Date | Revised Plan Date1 | Revised Plan Date2 | Revised Plan Date3 | Monthly Progress |
|---|---|---|---|---|
| | | | | J A S O N D J F M A M J |
| 10/19/16 | | | | X X X S S S S S S S S S |

| School | Reporting Period | Unadjusted Days Enrolled | Unadjusted Membership Days | Limited Membership Days |
|---|---|---|---|---|
| DRP | 40 | 102 | 30 | 30 |
| DRP | 100 | 153 | 45 | 45 |

# DRP Progress to ADM, ex. 3

| Initial Plan Date | Revised Plan Date1 | Revised Plan Date2 | Revised Plan Date3 | Monthly Progress |
| --- | --- | --- | --- | --- |
| | | | | J A S O N D J F M A M J |
| 07/27/16 | | | | S S U X X X X X X X X X |

| School | Reporting Period | Unadjusted Days Enrolled | Unadjusted Membership Days | Limited Membership Days |
| --- | --- | --- | --- | --- |
| DRP | 40 | 26.4 | 10 | 10 |
| DRP | 100 | 39.6 | 15 | 15 |

# DRP Progress to ADM, ex. 4

| Initial Plan Date | Revised Plan Date1 | Revised Plan Date2 | Revised Plan Date3 | Monthly Progress<br>J A S O N D J F M A M J |
|---|---|---|---|---|
| 11/21/16 | 01/31/17 | 02/28/17 | | X X X X S S U U U U U U |

| School | Reporting Period | Unadjusted Days Enrolled | Unadjusted Membership Days | Limited Membership Days |
|---|---|---|---|---|
| DRP | 40 | 88.8 | 10 | 10 |
| DRP | 100 | 133.2 | 15 | 15 |
| B&M | 40 | 40 | 40 | 40 |
| B&M | 100 | 14 | 14 | 14 |

# DRP Progress to ADM, ex. 5

| Initial Plan Date | Revised Plan Date1 | Revised Plan Date2 | Revised Plan Date3 | Monthly Progress J A S O N D J F M A M J |
|---|---|---|---|---|
| 03/08/17 | | | | X X X X X X X S S S S |

| School | Reporting Period | Unadjusted Days Enrolled | Unadjusted Membership Days | Limited Membership Days |
|---|---|---|---|---|
| DRP | 40 | 46 | 13.33 | 10 |
| DRP | 100 | 69 | 20 | 15.345 |
| B&M | 40 | 40 | 40 | 30 |
| B&M | 100 | 57 | 57 | 43.734 |

# DRP Progress to ADM, ex. Less than 100, not limit 60 day period

| Initial Plan Date | Revised Plan Date1 | Revised Plan Date2 | Revised Plan Date3 | Monthly Progress J A S O N D J F M A M J |
|---|---|---|---|---|
| 03/08/17 | | | | X X X X X X X S S S S |

| School | Reporting Period | Unadjusted Days Enrolled | Unadjusted Membership Days | Limited Membership Days |
|---|---|---|---|---|
| DRP | 40 | 46 | 13.33 | 10 |
| DRP | 100 | 69 | 20 | 15.345 |
| B&M | 40 | 40 | 40 | 30 |
| B&M | 100 | 57 | 57 | 43.734 |

# Arizona's McKinney-Vento Homeless Education Program

**Alexis Clermont, M.Ed.**

State Director for Homeless Education

Arizona Department of Education

# McKinney-Vento Homeless Assistance Act

- Originally signed into law in 1987

- 1990 amendment – educational success

- 1994 amendment – school choice

- Reauthorized in 2001
    - Equal Opportunity
    - Homeless Liaisons
    - Sub-Grant Funding

- Title VII portion included with NCLB in 2002

- "McKinney-Vento Homeless Education Assistance Improvements Act of 2001"

# Who Is Homeless?

- Lacks a "fixed, regular, and adequate nighttime residence":

  - Doubled-up (living with others due to loss of housing or economic hardship – not by choice)

  - Motels, hotels, campgrounds, trailers (lack of alternative)

  - Emergency or transitional shelters

  - Public or private place not designed for human living

  - Cars, parks, substandard housing, abandoned buildings, bus/train stations

  - Migrant children fitting the definition

MVHAA - Sec 725(2)

# State and District Responsibilities

- States
  - Appoint a State Coordinator of Homeless Education
  - Remove barriers, including revising state policy/law
  - Ensure compliance with Title X, Part C
- Districts
  - Appoint a Local Homeless Education Liaison
  - Remove barriers, including revising district policy/law
  - Ensure compliance with Title X, Part C
- Supremacy Clause: U.S. Constitution, Article VI
  - Federal law supersedes state and local law/policy

# Who determines homelessness and helps students?

- Every district has a local homeless education liaison

- The local liaison is responsible for making determinations of homelessness under McKinney-Vento

- The local liaison links the homeless student to services and resources and ensures that the student's education is protected

# Liaison Responsibilities

- Making determinations of homelessness
- Identifying homeless children and youth, including unaccompanied youth
- Overseeing the protection of student rights (immediate enrollment, access to services, etc.)
- Assisting unaccompanied youth
- Overseeing the prompt resolution of disputes

# Student Rights

- Immediate enrollment, even if lacking paperwork
- School selection
  - School of origin (if feasible)
  - Local school
- Transportation to/from school of origin, if requested by the parent (or, for unaccompanied youth, by the local liaison)
- Comparable services
- Prohibition of segregation
- Public posting of rights
- Free school meals *(under the Child Nutrition and WIC… Act)*
- Title I, Part A support
- Special education, where deemed necessary *(IDEA)*

# Unaccompanied Youth

- Definition: "not in the physical custody of a parent or guardian"
- Living situation meets homeless definition
- Eligible for services under McKinney-Vento regardless of reason for separation
  - Ran away
  - Forced to leave home
- All protections and rights under the McKinney-Vento Act, including immediate enrollment, apply

# Q & A

# Contact Information

**Alexis Clermont, M.Ed.**

State Director for Homeless Education

1535 W. Jefferson, Bin #2

Phoenix, AZ  85007

(602) 542-4963

alexis.clermont@azed.gov

**Web Page:**

http://www.azed.gov/homeless/

# ESSA Foster Care 101

# Definitions & Acronyms

* **Foster Care**- 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency (DCS or tribal) has placement and care responsibility.

* **School of Origin**- the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.
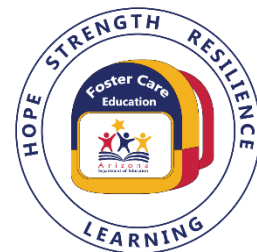
# Definitions & Acronyms (cont.)

**ESSA-** Every Student Succeeds Act

**LEA-** Local Educational Agency

**POC-** Point of Contact

**SEA-** State Education Agency (ADE)

**IEP-** Individualized Education Plan

**SIS-** Student Information System

**ADE-** Arizona Department of Education

**CWA-** Child Welfare Agency (in Arizona, DCS or tribal)

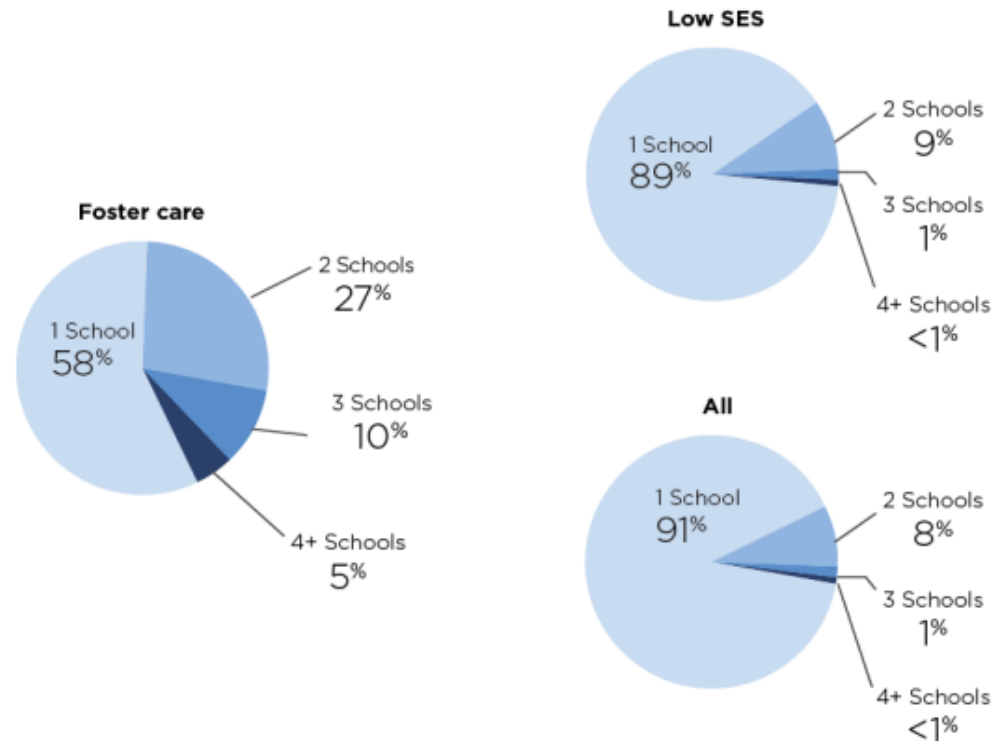**DCS-** Department of Child Safety

**DCSS-** Department of Child Safety Specialist

**REL-** Regional Education Liaison (DCS Staff)

# School Stability Rationale

Figure 5. Number of schools attended during the 2012/13 school year, for students in foster care, low-socioeconomic-status students, and all students in Arizona public schools, 2012/13

**Low SES**

1 School 89%
2 Schools 9%
3 Schools 1%
4+ Schools <1%

**Foster care**

1 School 58%
2 Schools 27%
3 Schools 10%
4+ Schools 5%

**All**

1 School 91%
2 Schools 8%
3 Schools 1%
4+ Schools <1%

Source. Authors' analysis of linked administrative data from the Arizona Department of Education and Arizona Department of Child Safety, 2012/13.
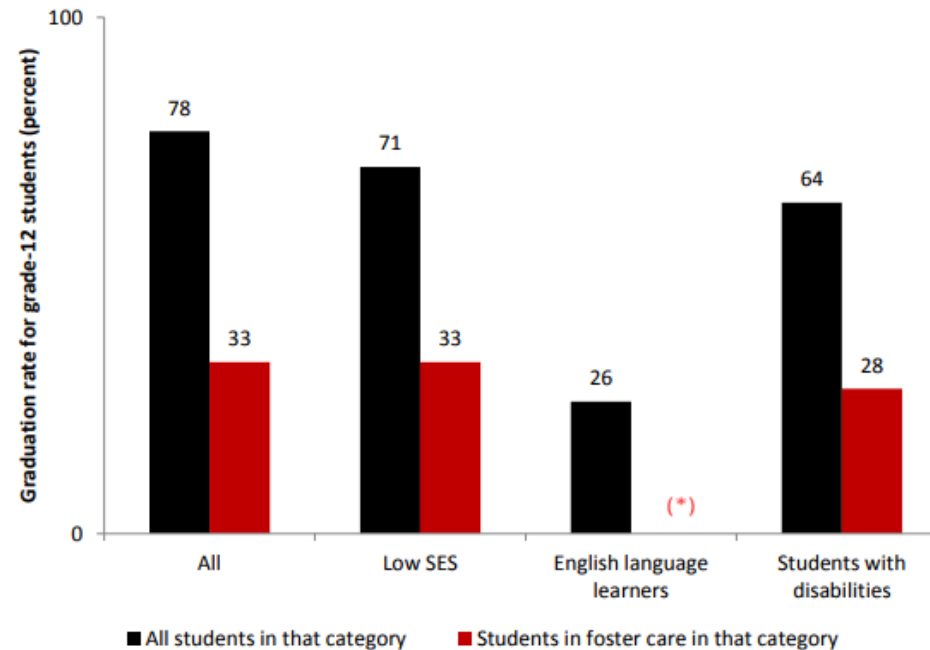Note. Percentages are computed for 1,108,795 students ages 5–17, including 10,770 students in foster care and 535,681 low-socioeconomic-status students. Due to rounding, percentages may not add up to 100. Numbers and percentages are presented in appendix table B2.
SES = socioeconomic status.

# School Stability Rationale (Cont.)



Figure 12. Percentage of grade-12 students who graduated in 2013, for students in foster care, other at-risk student subgroups, and all students in Arizona public schools, 2012/13

Source. Authors' analysis of linked administrative data from the Arizona Department of Education and Arizona Department of Child Safety, 2012/13.

Note. Percentages are computed for 66,794 students age 17 or younger enrolled in grade 12; 500 students in foster care; 26,243 low-socioeconomic-status students; 470 English language learners; and 5,147 students with disabilities, of which 139 were students in foster care. Numbers and percentages of grade-12 graduates, by student subgroups, are provided in appendix table B7.

(*)The number of students in foster care classified as English language learners in grade 12 was too low for reporting the graduation rate.

SES = socioeconomic status.

# Big Picture
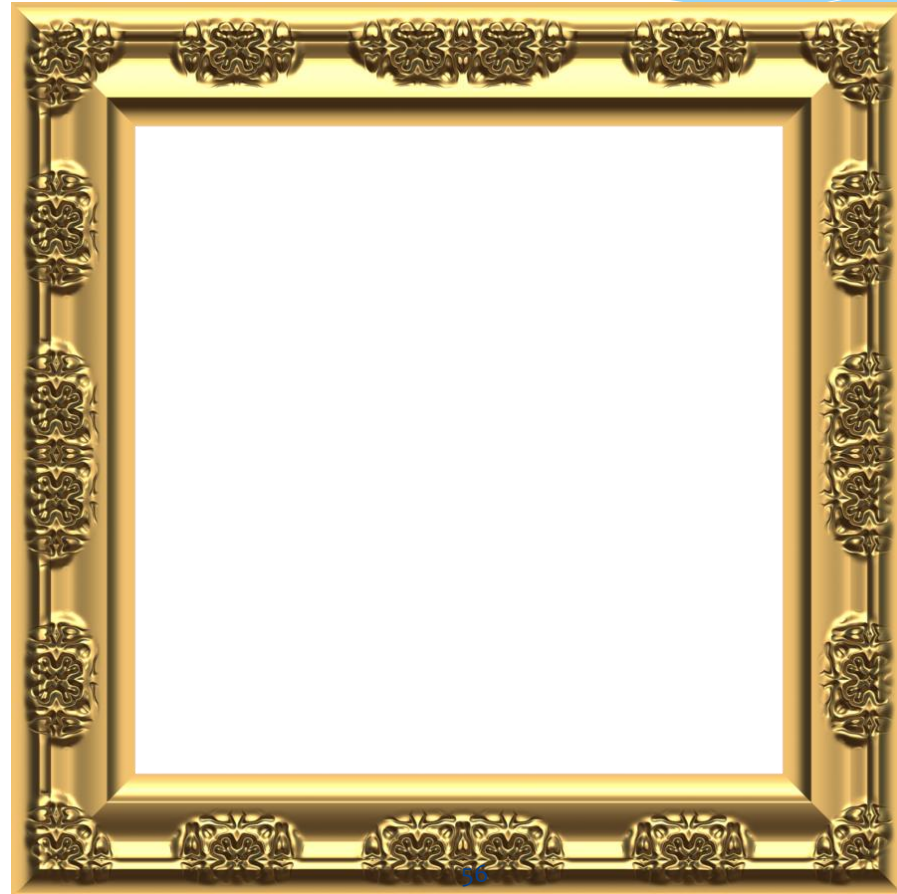
# Big Picture (cont.)

* LEAs/CWA are to ensure that they'll maintain school stability for children in foster care & the LEA will develop clear written procedures regarding how transportation to the school of origin will be provided, arranged, and funded in a cost effective manner and that additional costs are either, reimbursed by the CWA, paid by the LEA, or shared between the LEA and the CWA.
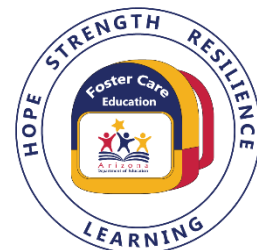
# Big Picture (cont.)

* When determined that it is not in the best interest for a child in foster care to remain in their school of origin, the enrolling school shall ensure that children in foster care are being enrolled immediately, even if the child is unable to produce records that would usually be required for enrollment and that relevant academic and other records will be solicited (and provided) from the school that the child last attended.

* State report cards must contain disaggregated data on student achievement & high school graduation rates for children in foster care.
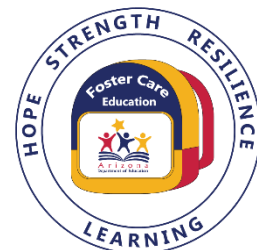
# Best Interest Determination

* The LEA & CWA should collaborate in determining the best interest of a child in foster care. The CWA is the final decision maker regarding a foster child's school selection if any conflict cannot be resolved.

* The cost of transportation CANNOT be considered when determining the best interest of the child!!!!!!!!!!!!!
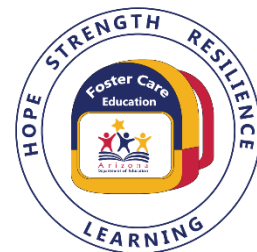
# Best Interest Determination (cont.)

* Factored into the best interest determination should be:
    * the safety of the child;
    * the wishes of the parent, caregiver, and child;
    * the toll of the commute, distance, and time for the child to travel to and from the school he/she is attending at the time of placement;
    * projected duration of out-of-home placement;
    * the child's academic, developmental, and socialization needs;
    * the effect a school change will have on the child's learning; and
    * for high school students, any potential for loss of credits which may occur due to changing schools in the middle of a term or semester.*
    * *Taken from the Department of Child Safety Open Discussion on ESSA Foster Care PowerPoint

# Transportation

* These procedures must ensure that—
  * Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner and in accordance with section 475(4)(A) of the Social Security Act; and
  * If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if
    * (1) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
    * (2) the LEA agrees to pay for the cost; or
    * (3) the LEA and local child welfare agency agree to share the cost.*

  * *Taken from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from U.S. Department of Education and U.S. Department of Health and Human Services Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015
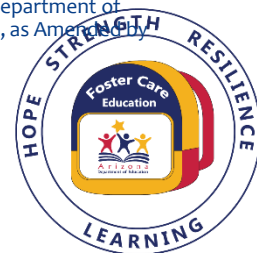
# Transportation (cont.)

* The LEA should first pursue existing/low or no cost options for transportation.
* Existing options could include:
  * Transportation already provided by other programs (i.e. if a child in foster care has an IEP that requires they be transported; that transportation would already be covered by IDEA or if the child qualifies for Title IV-E funds)
  * If a child is placed in a foster group home, the group home is **contractually obligated to transport up 50 miles one way**
* Low or no cost options could include:
  * Caregiver provides transportation to school or existing bus routes; CWA may be able to provide mile reimbursement to the caregiver
  * Amending current bus routes
  * Public transportation, if appropriate

# Identification & Data

* Helpful Data table from the Leadership Conference Education Fund's 'Data Provisions in the Every Student Succeeds Act'

| Data Element | Race & ethnicity | Students w/ Disabilities | English Learner | Income | Migrant | Gender | Homeless | Foster Care | Military Connected |
|---|---|---|---|---|---|---|---|---|---|
| Test Scores | X | X | X | X | X | X | X | X | X |
| % tested by subject | X | X | X | X | X | X | | | |
| HS Grad Rate | X | X | X | X | | | X | X | |
| K-8 Indicator of Student Growth | X | X | X | X | | | | | |
| School Climate, Quality, and Safety | X | X | X | | | | | | |
| Postsecondary Enrollment | X | X | X | X | | | | | |

# Identification & Data (cont.)

* It is important that any remaining or new student that meets the definition of 'foster care' (24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency (DCS or tribal) has placement and care responsibility) be accurately identified in your SIS.

* For example, as you are updating a foster care student, you would go into the Student Demographics section & under Student Parent relationship, you would mark the Relationship Type as 'Foster Parent'; whether it be a child in a foster home, foster group home, or a kinship placement that is in CWA custody.

# DCS RELs

* **State level POC:** Barbara Guillen, Barbara.Guillen@azdcs.gov
* The 5 CWA Regional POCs are:
  * *Northern Region* (Mohave, Coconino, Yavapai, Apache, and Navajo Counties):  Dee Goulet, Dawn.Goulet@azdcs.gov and Michael Lindquist, Michael.Lindquist@azdcs.gov
  * *Southwest Region* (Yuma, La Paz, and Western Maricopa Counties): Chanetta Curtis, Chanetta.Curtis@azdcs.gov
  * *Central Region* (Eastern Maricopa and Pinal Counties): Patti Wenzel, Patricia.Wenzel@azdcs.gov
  * *Pima Region* (Pima County): Rosemary Munoz, Rosemary.Munoz@azdcs.gov
  * *Southeast Region* (Santa Cruz, Cochise, Graham, Greenlee, and Gila counties): Sharon Travis, Rebecca.Travis@azdcs.gov
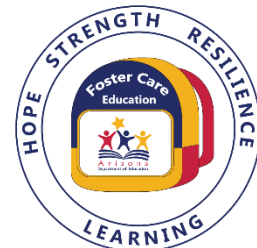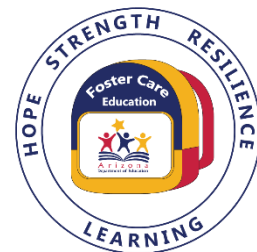
# Whew!

# Big Takeaways

# Big Takeaways (cont.)

* School of origin

* CWA & LEA collaboration for best interest determination & transportation to school of origin

* Immediate Enrollment

* Accurate identification

* Data disaggregation

# Contact Information

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**Web Page:**

* Law
* Guidance
* Resources

http://www.azed.gov/FosterCare/

# Questions?

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